

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 9	<p>Unit: Introduction to the Hispanic world</p> <ul style="list-style-type: none"> *Students learn to locate and name the continents of the world. *They focus on the maps of Central and South America to locate Spanish speaking countries. *Students revise familiar vocabulary while learning about the Amazon Rainforest. *They look closer at Mexico's culture and learn about the autumn festival <i>Dia de Muertos</i>. <p>Unit: Traditions</p> <ul style="list-style-type: none"> *Students use critical thinking skills to explore and discuss traditions from Spain and countries in Central and South America. <p>Grammar skills involved:</p> <ul style="list-style-type: none"> *Introduction to articles *Grammatical gender concordance (noun-adjective) *Present tense verbs *Developing Speaking skills through using phrases 'I like, I love, I don't like' 	<p>Unit: Project Peru</p> <ul style="list-style-type: none"> *Students begin researching about the charity Project Peru and explore aspects of the Peruvian culture through taking part in a research project. *Students take part in various short projects involving Pen Pal correspondence with Peruvian students in Lima. <p>Unit: Spanish culture</p> <ul style="list-style-type: none"> *Students explore cultural events from Spain, including <i>Carnaval</i>, <i>Sant Jordi</i> and <i>Semana Santa</i>. * They are exposed to bilingual text in order to practice vocabulary and grammar skills. <p>Grammar & Vocabulary skills involved: *Use of the conditional in hypothetical sentences</p> <ul style="list-style-type: none"> *Introduction to correct question formulation *Past tense verbs *Syntax comparison between Spanish and English. 	<p>Unit: Magical Orange Doorways</p> <ul style="list-style-type: none"> *Students explore the series of short stories written by Mr Crabbe (Geography) and translated and narrated by Mr Crabbe and Mrs Vollar. *They employ functional skills to advertise, extend and promote the series. *Pupils also engaged in story telling of their own by endeavouring to extend the story and predict the next chapter's content. <p>Unit: Comic Creation</p> <p>Pupils use previously learnt vocabulary and grammar skills in order to create a bilingual comic book that will be sent to their Peruvian Pen Pals in Lima.</p> <p>Grammar skills tested:</p> <ul style="list-style-type: none"> *Articles coherence *Effective use of vocabulary lists *Effective use of a bilingual dictionary *Appropriate use of grammatical concordance in sentences (gender and number). 	<p>Using the target language, students will be able to:</p> <ul style="list-style-type: none"> *Recognise present tense and future tense verbs. *Make appropriate use of verbs To be, To have and To go in the present and future tense. *Use articles appropriately. *Write a short descriptive coherent and cohesive text using the grammatical elements they have learnt. *Use a bilingual dictionary appropriately. *Recognise the countries that form the 'Hispanic world'.
				Key Contact Name & Email
Assessment	<ul style="list-style-type: none"> *Summary assessment on Plickers. *Peer speaking practice. *Vocabulary testing through memory games 	<ul style="list-style-type: none"> *Letter writing *Mind mapping using online searching engines *Summary translations *S&L peer assessments 	<ul style="list-style-type: none"> *Comic project reviews *Translations *One to one 'interviews' to assess target language usage. 	<p>Leydis Vollar lvollar@glebe.bromley.sch.uk</p>